

## Questions and Prompts to Guide Discussions Pre-Extended Practicum

The *Performance Checklist* can be used as a tool to guide your conversations with TCs. Here are some ideas.

### PROFESSIONAL QUALITIES:

- Special skills or talents you have... that you are bringing to the practicum or will bring to future classes.
- Collaboration with Professionals – describe any opportunities you'd like to have to collaborate with other school personnel (i.e., Student Services teachers, ELL teachers, Teacher -Librarian, Counselor, Youth Worker etc.).
- How are you demonstrating an understanding of, and commitment to, TRC calls to action 62-65? (Besides content areas. <https://scarfedigitalsandbox.teach.educ.ubc.ca/living-and-teaching-the-first-peoples-principles/>)
- Meetings with Parents/Team or Dept Meetings/IEP meetings to be involved with? (Include level of participation – observe, collaborate, contribute, chair, etc.).
- Professional Development opportunities, workshops, study groups, or organizations available.
- Participation in extra-curricular/special events (indicate whether you initiated and organized, assisted or supervised).
- Field trips to plan and organize.

### INQUIRY AND REFLECTIVE PRACTICE:

- How are you incorporating suggestions from your advisors?
- What connections do you notice between theory and practice?
- What is your Inquiry Question (referring to the Inquiry course)? How would you like to apply your new understandings in practicum?
- Where can we make room for you to contribute towards truth, reconciliation and healing?
- How will you continue to learn as an educator/professional? Are you reading any particular books/articles/journals that influenced you as an educator this year? Blogs?

### CURRICULUM, PEDAGOGY, AND ASSESSMENT:

- Units to plan and teach: use of visuals, resources (experts to the class, interesting books or websites), technology, teaching strategies (i.e., active participation strategies, individual, cooperative, small group, partner, use of multiple intelligences).
- Notable lessons or experiences for this class context: hooks, closure activities, strategies for student engagement, and anything to highlighted.

- How could you meaningfully incorporate First Nations, Métis and Inuit peoples' worldviews and perspectives into learning environments?
- Assessment and Evaluation: Types of assessments that work for this class and course, when and how. Provide examples of assessment for, as, and of learning? Formative and summative?
- Report Card preparation possible? What role can the TC take in this?

#### DIVERSITY AND SOCIAL JUSTICE:

- How can you get to know the students as people and as learners?
- How can you meet the diverse needs in your classroom? (UBC coursework for this happens in summer term).
- Ideas for various ways to support multilingual students.
- How can a deeper understanding of Indigenous ways of knowing and being, history and culture be fostered?

#### LANGUAGE, LITERACIES AND CULTURES:

- How can you communicate and demonstrate your enthusiasm and a love of learning?
- How can you communicate both verbally and non-verbally your expectations? Directions? Guided instruction - Gradual Release Model?
- Where and in what ways can you teach digital literacy skills and meaningfully integrate technology?
- How can you demonstrate respect for, and value of, the languages, heritages and cultures of First Nations, Métis and Inuit peoples?

#### CLASSROOM CLIMATE:

- How can you use or re-design the physical space of the classroom?
- Classroom Expectations - What strategies will you use? How can you hold students' accountable? What are your expectations and how did you communicate these?
- How can you empower your students to be responsible learners and have agency for their learning?

#### CONCLUSION:

- What areas do you want to focus on for your next few weeks? What areas will be your greatest growth?